

DATA LABEL: PUBLIC



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: PARKHEAD PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE (ELC) SETTING

REPORT BY HEAD OF EDUCATION (PRIMARY, EARLY YEARS AND RESOURCES)

A. PURPOSE OF REPORT

To bring to the Committee's attention Parkhead Primary School Early Learning and Childcare (ELC) setting validated self-evaluation and identified areas for improvement for session 2022-2023.

B. RECOMMENDATION

It is recommended that the Committee note the contents of the report and the school's arrangements for continuing improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

D1 Background

Date of VSE	26 th and 27 th October 2022
School Census roll	367
Nursery Census roll	53
Staffing and date of appointment of management team	Head Teacher (since August 2017) Depute Head Teacher (since August 2018) Principal Teacher (3 days/week since August 2017) Acting Principal Teacher (2 days/week since August 2021) 18.2 Teachers Early Years Officer 9 Early Learning Practitioners 11 Pupil Support Workers Clerical Assistant Breakfast Club Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank –3104.88 Order 34 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£84,525

D2 Context of the School

Parkhead Primary School is a non-denominational school serving the Parkhead area of West Calder and is part of West Calder High School Cluster. The school roll is currently 367 pupils organised into 15 classes with 2 classes at all stages, except for 3 classes at Primary 1. There is provision for 60 children within Parkhead Early Learning and Childcare Centre. All members of the school and nursery community demonstrate strong collegiality and teamwork which results in a nurturing and positive climate for all children. There are established partnerships with parents, carers and the wider school community. The school and nursery benefit from a supportive Parent Association and a small Parent Council.

2022/23 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	53	90.57%	9.43%	0.00%	0.00%
P1	47	95.74%	4.26%	0.00%	0.00%
P2	48	93.75%	6.25%	0.00%	0.00%
P3	49	59.18%	36.73%	4.08%	0.00%
P4	59	67.8%	27.12%	3.39%	1.69%
P5	55	63.64%	34.55%	1.82%	0.00%
P6	54	62.96%	31.48%	5.56%	0.00%
P7	55	78.18%	20.00%	1.82%	0.00%
School	367	73.84%	23.43%	2.45%	0.27%

Level 1 (Core): Needs are met within the classroom by teacher

Level 2 (Targeted): A higher level of support possibly in consultation with agencies outwith education

Level 3 (Enhanced): The child's additional support needs require input from two, or more, support services and/or different agencies

Level 4 (Intensive): Referral to SORG who will allocate alternative provision

D3 Evaluative Analysis of School's Current position

The Senior Leadership team, along with their whole school community, have established a clear vision for all children at Parkhead Primary School and ELC. School staff, learners and their families are committed to working together to ensure their shared vision and values are evident throughout their daily practice and interactions. The school's strong commitment to partnership working has resulted in improved outcomes for learners and families. School staff work very well as a team, with a clear focus on securing positive outcomes for children and families.

There is a positive and caring ethos across the school with a focus on positive relationships throughout the whole school community. Almost all children are polite, well-behaved and willing participants in their learning activities. The learning environment is being used to its full potential, with staff working creatively to develop calm and purposeful spaces for learning.

Almost all children are keen to engage in learning and interact well with their peers and adults, in class and in small group activities. Staff have a good understanding of children as individuals and are developing approaches to build on children's interests. Staff should now continue to develop differentiated learning experiences to meet the needs of all learners and to provide opportunities for learners to lead their own learning.

Through 'Excellence and Equity' meetings, teachers and, where relevant, pupil support workers, participate in regular professional dialogue with the Senior Leadership Team to track and discuss individual learner progress and attainment. The school has developed an effective system to provide timely, responsive and measured interventions, to both support and challenge learners. Staff engage in regular moderation activities within the school and across their cluster, which has led to increased teacher confidence in making judgements about children's progress and attainment.

There is a strong commitment to achieving equity throughout the school. The senior leadership team has a thorough understanding of the context of the school and has developed a clear rationale, focused on Literacy, Numeracy and Health and wellbeing interventions to accelerate progress for learners affected by poverty. The school has identified both intensive and targeted approaches to interventions, effectively supporting the needs of identified children.

Across the school, most learners are making progress towards national expectations in literacy and numeracy. To support teacher professional judgement, the school is working closely with the numeracy pedagogy officer to develop consistency in approaches to teaching, learning and assessment and will engage in cluster moderation this session. The school has well established systems to celebrate children's wider achievements and should now consider ways to monitor and track children's wider achievement to ensure equity and a breadth of opportunity.

The nursery setting has a welcoming, calm and inclusive ethos centred on children's rights and is supported by positive relationships. Interactions between staff and children are warm, nurturing and sensitive. Almost all children actively engage in play opportunities, which are supported effectively by practitioners offering support and encouragement where required. Spaces within the setting have been developed to support children's independence and creativity, with effective use of digital technology enhancing children's experience. Planning is being well used to meet children's learning needs and is based on their interests. The Principal teachers, the Early Learning and Childcare Area Support Manager (ELCASM) and the Early Years Officer (EYO) are supporting practitioners to make accurate judgements about children's progress.

D4 Identified Areas for Improvement

The school should now begin to develop their approach to target setting and profiling to support children, and their families, understanding of their existing strengths, progress and next steps in learning.

Continue to develop staff understanding and approaches to differentiation for learners leading to well matched, challenging learning experiences for all children and continued improvement in overall levels of progress and attainment.

Focus on further developing consistency in approaches to learning and teaching by building on the 'Parkhead way' toolkits, particularly in relation to developing approaches to play based learning and designing rich tasks across the curriculum which will result in increased levels of challenge and learner autonomy.

Within the ELC, senior leaders, in collaboration with the ELCASM and EYO, should now work with practitioners to increase and further review the quality and frequency of assessment information. They should work with practitioners to develop increased knowledge of the progression pathways and to use this to set appropriate and challenging next steps in learning for all children in ELC. Senior leaders should also continue to work with practitioners to review group times to ensure all children are engaged and that sessions are differentiated appropriately and are informed by children's interests.

D5 Performance Information

Attendance (Previous Session 2021/22)

Attendance	School – 92.46% West Lothian – 91.63%
Authorised Absence	School – 5.89% West Lothian – 6.32%
Unauthorised Absence	School – 1.66% West Lothian – 2.05%

Teacher Professional Judgement

Data was not collected in 2019/20 by the Scottish Government due to the Covid-19 pandemic.

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	47	82.98%	80.85%	95.74%	87.23%
Authority	2103	82.74%	81.31%	88.40%	85.97%
National	N/A	79.37%	76.86%	86.14%	83.59%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	47	72.34%	74.47%	80.85%	76.60%
Authority	2067	82.58%	80.89%	87.71%	84.76%
National	N/A	76.61%	74.05%	83.96%	81.07%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	45	73.33%	75.56%	86.67%	80.00%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	N/A	81.53%	79.04%	86.86%	84.70%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	53	83.02%	67.92%	88.68%	77.36%
Authority	2239	82.09%	78.61%	91.07%	82.13%
National	N/A	76.04%	69.68%	84.54%	74.93%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	43	74.42%	67.44%	86.05%	74.42%
Authority	2162	80.25%	77.15%	89.82%	81.54%
National	N/A	73.32%	66.67%	82.04%	71.59%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	46	78.26%	76.09%	89.13%	84.78%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	N/A	78.02%	72.71%	85.38%	76.79%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 7

2021/22	Roll	Reading	Writing	Listening & Talking	Numeracy
School	54	87.04%	83.33%	88.89%	81.48%
Authority	2281	86.76%	82.16%	92.11%	83.25%
National	N/A	79.33%	72.92%	85.70%	75.69%

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	45	84.44%	77.78%	91.11%	77.78%
Authority	2216	82.27%	78.25%	89.89%	80.32%
National	N/A	75.74%	69.01%	82.32%	71.90%

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	46	76.09%	78.26%	78.26%	82.61%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	N/A	79.84%	73.68%	85.61%	75.99%

Quality Indicators	School Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Good	Good
3.2 Raising attainment and achievement	Good	Good
Quality Indicators	ELC Evaluations	VSE Evaluations
2.3 Learning, teaching and assessment	Good	Good
3.2 Raising attainment and achievement	Good	Good

E. CONCLUSION

The Quality Improvement Team will continue to work with the Head Teacher, school and Early Years staff on the delivery of the school's improvement plan and will monitor the school's progress through the school's self-evaluation processes.

F. BACKGROUND REFERENCES

Appendices/Attachments:
None

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